



Coyote Hills Elementary School

Peoria Unified District

21180 N. 87th Avenue, Peoria, AZ 85382

ARIZONA
School Report Card
2001-02

Principal: Mr. H. Val Barrett

Schedule: 7:20 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: vbarrett@peoriaud.k12.az.us

Grades: K-8

2001 Enrollment: 1377

Phone: (623) 412-5225

Fax: (623) 412-5232

▼ School Overview ▼

Mission

The Coyote Hills staff believes that each child is unique and capable of success in a changing global society through the cooperative efforts of parents, community, staff and students.

Organization and Philosophy

- w Traditional
- w Departmentalized
- w Self-contained Classrooms

School/Academic Goals

- w To improve math problem-solving skills of students.
- w To improve social skills of students.

Instructional Programs

- w On-site Special Education
- w ELL
- w Gifted
- w LEAP Program
- w Kindergarten Enrichment
- w Art/Music
- w DARE

- w To improve reading comprehension skills of students.
- w To improve writing skills of students.

Enrollment

October 1, 2000 School Year Student Enrollment:	1479
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	No
Number of Students Attending Under Open Enrollment in 2000-01:	0

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 3 Parent(s)
 1 Community Member(s)
 2 Student(s)

Council Duties

w Community Involvement
 w Parent/Educator Relations
 w School Safety Issues

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	3.00	Teacher	76.00
Other Professional Staff	8.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	31	0	0	0
4 to 6 years	32	0	0	0
7 to 9 years	9	8	1	0
10 or more years	5	9	1	0

▽ Shared Responsibilities ▽

School

It is the responsibility of all Peoria School District employees to provide all students with the best learning environment and the best opportunities to learn. In addition to providing safe, attractive school campuses, each school invites and maintains high parental involvement. There are many opportunities for parents to be informed and active in their child's education.

Parents

Parents have the responsibility to act in partnership with the school and work cooperatively with staff members to educate their children. This includes supporting student attendance; monitoring student's completion of assignments; modeling positive attitudes toward learning; attending school activities including Parent-Teacher conferences; and fostering respect of rules and property.

▽ Transportation Policy ▽

Transportation is provided for all eligible students who reside within the attendance boundary but are beyond one mile of Coyote Hills Elementary School. Additionally, transportation services are provided for eligible special education students or other facilities as noted in the student's IEP.

∨ Calendar Information ∨

Number of Instruction Days: 176 **First Day of School:** 8/20/01
Average Daily Instruction Time: 6 hrs. 20 min. **Last Day of School:** 5/23/02
Operates on Traditional Schedule

Report Card Release Dates

10/26/01

1/7/02

3/15/02

5/23/02

Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes

Lunch - Yes

Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W 7th-8th Grade Tech Lab

W Science Lab

W K-6 Computer Lab

W Media Center

Extracurricular Activities

W Student Council

W Peer Tutoring

W Sports

W Scholastic Bowl

W Support Group

W Intervention Team

W National Junior Honor Society

W Science Fair

School/Community Resources

W Lunch Programs

W Health Services

W Community Meetings

W Recreational Activities

W AM/PM Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

w NDS

Student Information: 2000-01 Student Activity Rates

		Arizona		
	School	K-6	7-8	9-12
Attendance Rate	95.8 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	5.0 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.8 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	6.5 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
PEEF Grants (2)	

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	170	534	2%	12%	45%	38%
	State	60969	521	11%	18%	44%	27%
Writing	School	171	565	1%	4%	68%	25%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	173	530	4%	15%	50%	30%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
 A - Percent of students who Approached the standard
 M - Percent of students who Met the standard
 E - Percent of students who Exceeded the standard

Grade 5

Reading	School	200	504	13%	29%	46%	11%
	State	63518	503	22%	24%	41%	14%
Writing	School	194	510	11%	28%	50%	9%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	202	506	3%	45%	16%	34%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	--	--	--	--	--	--
	State	56652	505	23%	20%	40%	17%
Writing	School	--	--	--	--	--	--
	State	55212	492	17%	41%	40%	2%
Mathematics	School	--	--	--	--	--	--
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	100	65	60
2	Reading	--	--	--	--	--	--	--	--	50	--	--	52	100	65	53
	Language	--	--	--	--	--	--	--	--	40	--	--	43	100	60	44
	Mathematics	--	--	--	--	--	--	--	--	51	--	--	55	100	71	57
3	Reading	--	--	44	--	--	47	--	--	47	--	--	48	100	65	50
	Language	--	--	45	--	--	49	--	--	51	--	--	54	100	74	56
	Mathematics	--	--	41	--	--	46	--	--	49	--	--	52	100	74	54
4	Reading	--	--	52	--	--	53	--	--	54	--	--	54	100	66	55
	Language	--	--	45	--	--	47	--	--	49	--	--	48	100	58	50
	Mathematics	--	--	48	--	--	51	--	--	54	--	--	55	100	67	57
5	Reading	--	--	50	--	--	51	--	--	51	--	--	51	100	60	51
	Language	--	--	40	--	--	42	--	--	44	--	--	45	100	50	45
	Mathematics	--	--	47	--	--	51	--	--	54	--	--	55	100	74	57
6	Reading	--	--	52	--	--	53	--	--	54	--	--	53	97	81	54
	Language	--	--	40	--	--	41	--	--	44	--	--	44	96	65	45
	Mathematics	--	--	54	--	--	57	--	--	59	--	--	60	98	77	63
7	Reading	--	--	52	--	--	52	--	--	53	--	--	52	100	69	53
	Language	--	--	49	--	--	52	--	--	54	--	--	54	100	68	55
	Mathematics	--	--	50	--	--	53	--	--	55	--	--	56	100	72	58
8	Reading	--	--	54	--	--	54	--	--	54	--	--	53	--	--	55
	Language	--	--	45	--	--	46	--	--	49	--	--	49	--	--	50
	Mathematics	--	--	50	--	--	52	--	--	54	--	--	56	--	--	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	68	75
Grades 3-4	82	75
Grades 4-5	63	84
Grades 5-6	98	90
Grades 6-7	78	83
Grades 7-8	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Student Handbook; Discipline Code/Rules; Dress Code; Crisis/Emergency Plans and Drills; Security procedures in place; administration/staff visible on campus; Fire Safety presentations; Stranger Danger instruction; DARE Program; Police Liaison; Student Intervention Specialist; health services; zero tolerance regarding guns, weapons, gang activity, harassment on campus; Truancy Policy; 24-hour Safe School Phonenumber; prevention instruction; Parenting Classes; Peer Mediation; Support Groups.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$1,486,464.72 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Mr. Val Barrett	(623) 412-5225	
Transportation Policy	Dean Humphrey	(623) 486-6165	
Community Resources	Jim Cummings	(623) 486-6040	
School Nutrition Programs	Ms. Willie Gentry	(623) 487-5183	
Parent Organization	Jane Scherbing	(623) 825-9369	
Student Health/Nurse	Laura Horne	(623) 415-5229	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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